

Hello,

As a recent History graduate at California State University, Long Beach as well as a current student in their single subject social science credential program, I feel that the draft revision of the grade seven framework has made some great improvements in comparison to the 2005 edition.

The first thing I noticed were the investigative focus questions to guide instruction. With the teacher shortage and the eventual growth of new teachers, this aspect of the framework can serve as an extremely helpful guide for first-year social studies teachers. As new teachers become more experienced and familiarize themselves with a greater variety of sources, answers to the focus questions can vary depending on the evidence used, as well as how students decide to interpret that evidence. Formulating arguments based on evidence promotes critical thinking, a much more important skill as it is applicable to nearly all aspects of life, and is thus more meaningful than simply knowing answers to trivial questions. Students can come to learn at this point the importance of historiography, and understand that all history is one's interpretation of the past.

Another relative and notable addition to the framework was including the examples of "medieval" and "early modern" terms. Pointing out that while these Eurocentric terms may in fact describe a period of European history, they may not apply to the histories of other regions and cultures. Taking a step back from the Eurocentric approach of history and incorporating New World History into the framework can support veteran social studies teachers change their perspectives from an old to new angle. With California's increasing diversities, accrediting all cultures and histories with a more balanced weight in

Thank you for considering these comments. I look forward with great hope our state's progression.

Sincerely,

Janice Kang